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ABSTRACT

Focusing on the occupational clusters of natural resources and manufacturing, this unit entitled "Baking Industry" is one of four grade 2 units which are part of a total set of twenty-seven career development curriculum units for grades K-6. This unit is organized into four sections. Section I identifies one career development-centered curriculum (CDCC) element (life role understanding), two career development themes (e.g., understand the relationship of education to life roles), four unit goals (e.g., become aware of the baking industry's processes from the grain to the consumer), and four performance objectives (e.g., given five pictures depicting the processes from the grain to the consumer in the baking industry, arrange them in the correct sequential order). Also included in Section I are evaluation procedures (pre- and post-assessments and evaluation tabulation forms) for the unit. Section II describes teaching strategies for five unit subtopics (capsules) and includes suggested resources for teaching each one. Among the capsule topics are workers who contribute to the baking industry and setting up a bakery. Section III contains five reference sheets, and section IV contains eighteen activity sheets for student's use. (CT)

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ED169257

Suggested for
Grade 2

BAKING INDUSTRY

one in a series
of

**CAREER DEVELOPMENT
CURRICULUM UNITS**
for the
Elementary Classroom



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CDCC Project
ESEA Title III
Coloma Community Schools
P.O. Box 218
Coloma, Michigan 49038

CE 020 084

BAKING INDUSTRY

Grade 2

(Second Edition)

one in a series
of

CAREER DEVELOPMENT CURRICULUM UNITS

for the
ELEMENTARY CLASSROOM

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CAREER DEVELOPMENT CENTERED CURRICULUM PROJECT

ESEA TITLE III

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FOREWORD

The series "Career Development Curriculum Units for the Elementary Classroom" represents the outcome of three and one-half years of effort on the part of many individuals within Coloma Community Schools. The work was completed under an ESEA Title III project entitled "Career Development Centered Curriculum" (CDCC) in cooperation with the Michigan Department of Education. The series constitutes a response to the ever-increasing need to augment and enhance each students' career development process.

The series of twenty-seven curriculum units consists of a logical, sequenced arrangement of learning activities based on development tasks and content consistent with accepted career development theory and practice.

The approach is one of integrating career awareness with existing subject matter as well as building into the curriculum a sound approach to self-awareness. Learning activities are linked to performance objectives for which there are evaluation techniques; making it possible to assess impact on learners.

Gerald Geik
Project Director

ELEMENTARY CAREER DEVELOPMENT: THE UNIT APPROACH

An Elementary Career Development Curriculum Unit is a group of interdisciplinary learning experiences for which there are expected outcomes identified in the form of performance objective. Because they are interdisciplinary, they include learning and practice in math, communication arts, science and social studies as vehicles for conveying the career development aspects of an individual's growth. Learning activities are built around either self-awareness or occupational cluster topics.

Developed by teachers or counselors, they are based on CDCC themes and elements, aligned with career developmental tasks.

They include a variety of teaching strategies in the form of role-playing, discussions, work sheets, field trips, use of role models, use of A.V. materials, etc. They include evaluation strategies, (both observational and paper and pencil), based on unit performance objectives. Time of implementation for each unit is approximately two instruction hours per day for a period of two to three weeks. One unit is taught during each nine-week grading period at each grade level.

A single unit is a small part of a total sequence of learning experiences that all together contribute to the individual's career development process.

UNIT TITLES IN THE SERIES "CAREER DEVELOPMENT CURRICULUM UNITS FOR THE ELEMENTARY CLASSROOM"

	UNIT TITLE	FOCUS
K	ME	Self Awareness: Physical Self
	INSIDE ME	Self Awareness: Emotional Self
	SCHOOL WORKERS	Occupational Clusters: Public Service, Clerical
	COMMUNITY HELPERS	Occupational Clusters: Public Service, Natural Resources, Health
1	FRIENDSHIP	Self Awareness: Social Self
	A FEW OF OUR FAVORITE THINGS	Occupational Clusters: Arts, Technology, Research, Personal & Product Services
	TELEPHONE WORKERS	Occupational Clusters: Transportation, & Communication
	THE FOOD STORE	Occupation Clusters: Business & Sales

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	UNIT TITLE	FOCUS
2	MY ENVIRONMENT	Self Awareness: Environmental & Physical Self
	BAKING INDUSTRY	Occupational Clusters: Natural Resources, Manufacturing
	FIREFIGHTERS	Occupational Cluster: Public Service
	PET INDUSTRY	Occupational Clusters: Public Service, Personal & Product Services
3	DAIRY INDUSTRY	Occupational Clusters: Health, Manufacturing
	RESPONDING BEHAVIOR	Self Awareness: Emotional & Social Self
	RESTAURANT INDUSTRY	Occupational Clusters: Health, Hospitality and Recreation
	AIRLINE WORKERS	Occupational Clusters: Health, Hospitality, Recreation Clerical, Technology & Research
4	FORESTRY	Occupational Cluster: Natural Resources
	BEST FOOT FORWARD	Self Awareness: Self Appraisal, Goal Setting and Social Self
	POSTAL WORKERS	Occupational Cluster: Public Service
	POLICE WORKERS	Occupational Clusters: Clerical, Public Service
5	OUR GROUP AND ME	Self Awareness: Group Roles & Social Self
	MANUFACTURING	Occupational Clusters: Clerical, Business, Sales & Trades, Manufacturing
	HOSPITAL WORKERS	Occupational Clusters: Technology & Research, Clerical, Personal & Product Service & Health
	MY FEELINGS ARE ME	Self Awareness: Emotional Self
6	GOING ABROAD, ANYONE?	Occupational Clusters: Transportation & Communication, Hospitality & Recreation
	ME, MYSELF AND I	Self Awareness: Physical, Emotional, Social & Intellectual Self
	T.V. INDUSTRY	Occupational Clusters: Business, Sales & Trades, Arts and Entertainment, Transportation & Communication, Technology and Research

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Coloma Community Schools
Coloma, Michigan

THE CDCC PROGRAM (K-6)

One dimension of human growth and development is the career development process. In this process each person progresses through a sequence of developmental tasks that make it possible for that person to become a self-fulfilled individual. This is a life-long process involving experiences and decisions that sequentially build on each other. When taken cumulatively, they contribute to the formulation of a realistic self-concept that can be expressed through one's occupational, leisure, family, and civic life-roles.

The career development process can be augmented by building career development curriculum units into the already existing curriculum. In developing the units, three things were considered: 1) career development themes, 2) career development tasks through which individuals normally progress, and 3) subject matter in the already existing curricula. All three of these were brought into focus when generating component goals and objectives and developing learning activities.

The curriculum units altogether constitute the sequential placement of career development activities into the existing K-6 curriculum. Career Development Themes define the *scope* and Career Development Tasks define the *sequence* of the CDCC program. To signify the relationship of the elementary program to the total, elements, themes, developmental tasks and occupational clustering system are presented.

CDCC PROJECT ELEMENTS AND THEMES

CDCC ELEMENT I -- Life-Role Understanding (occupational, avocational, family, civic)

- Theme 1.1 The student will understand life-role activity as self-enhancing. (psychological, economic, life-style implications)
- Theme 1.2 The student will understand life-role activity as societal-contributing. (economic, societal-need implications)
- Theme 1.3 The student will understand the relationship of education to life roles.
- Theme 1.4 The student will understand the desirable attributes of individuals in life roles.
- Theme 1.5 The student will understand the characteristics of life-roles and their functions.
- Theme 1.6 The student will understand the relationship of life-role changeableness to individual cope-ability.

CDCC ELEMENT II -- Decision-Making Skill Development and Utilization

- Theme 2.1 The student will set personally relevant goals as part of decision-making.
- Theme 2.2 The student will identify and use information about self and life roles as part of decision-making.
- Theme 2.3 The student will understand decision-making as identifying alternatives, selecting the alternative most consistent with goals, and taking steps to implement a course of action.

CDCC ELEMENT III -- Realistic Self Concept Formulation

- Theme 3.1 The student will understand his or her own uniqueness as a result of personal learning, growth, and maturation.
- Theme 3.2 The student will understand the relationship of social and education forces to his or her individual development.
- Theme 3.3 The student will understand the relationship of self-knowledge to a value system unique to him or her.
- Theme 3.4 The student will understand the relationship of his or her interests, aptitudes and achievements to career goal realization.

CAREER DEVELOPMENT TASKS*
FOR
LIFE-ROLE UNDERSTANDING, C.D.C.C. ELEMENT I

K-3

Occupational values and attitudes are formed and are used as a basis for judgment. Children establish relationships between experience and action, manipulate language and symbols primarily by imitating models and accommodating their behavior to the behavior observed in others with whom they identify, i.e., people in various life-roles. (Focus is generally on home, school and neighborhood.) Children are acquiring respect for particular people and their life-roles, especially for the work they do. (Adults must foster positive attitudes toward all kinds of life-roles.) Children can distinguish between occupations primarily on the basis of tool and uniform clues. They develop interpersonal skills that permit them to gain acceptance by peers in parallel play and sharing.

4-6

Children continue to face the same kinds of tasks but with more complexity. They enter the phase of conceptual learning. They develop the ability to conceive the function of life-roles. They generalize (abstract) their respect for specific people and their life-roles to an appreciation of all people everywhere. As they learn the value of mankind, they learn to value themselves. They increase their knowledge of life-roles by expanding experiences beyond home, school and neighborhood. As they begin to understand the concept of work and value it as an institution, they develop self-direction--this helps build a positive self-concept. They are refining interpersonal skills to build confidence in their ability to successfully interact with peers in more complex types of group activities.

7-9

Youth develop the capacity to operate on hypothetical propositions--they have learned to think more logically and abstractly. They are better able to cope with cultural and environmental demands. They can make internal interpretations of environmental transactions and generalize these to other situations. Concepts which have been learned previously are used to build further concepts. As they learn about life-roles and life-role settings, they determine the subtle factors involved in life-role satisfaction and rewards--looking for what they personally find necessary, important and valuable. (They should acquire knowledge about life-roles and curricula to help them think realistically about their futures.)

10-12

Youth expand and refine tasks of earlier levels. They determine to a large extent, the course of their own futures. The individual must define the level of his or her educational aspiration and arrange training accordingly. Concepts which the individual holds about self and life-roles become internalized to the point where they form the basis for particular generalizations concerning his or her career life identity. The individual must acquire skills, responsibility, and confidence in life-roles through actual experiences. Through these experiences, individuals test their self concept.

CAREER DEVELOPMENTAL TASKS*
FOR
DECISION-MAKING SKILL DEVELOPMENT, C.D.C.C. ELEMENT II

K-3

Fantasy period: Children make unrealistic choices based on dreams and wishes. The individual does not wonder whether he or she has the appropriate abilities to do what he or she wants to do. (Teachers and parents should readily accept unrealistic statements.)

4-6

Late fantasy period, early tentative period. (During early tentative period, children should be helped to see that there are still a number of years before career plans must be set.)

7-9

Tentative period: The individual begins to recognize the problem of career choice; decisions are tentative but more realistic. The individual is continuously obtaining new information and experience, revising previous choices and making new choices. (Gradually the youngster should be helped to explore the difference between fantasy and reality in making decisions.) The individual begins to formulate a career hypothesis (tentative)--a narrowing process of identifying interests, values, capacities, and opportunities. Making successful decisions strengthens the individual's self-concept.

10-12

Late tentative period, realistic period: The individual's considerations become much more practical as well as important. The decision-making process must become personalized. Because the environment is constantly changing, a major real-life problem is how to plan for change--a realistic decision-making process for the individual requiring commitment with tentativeness. As the individual expresses his or her self-concept through complex real-life decisions, he or she becomes able to utilize personal attributes to influence the nature of future choices rather than merely to adapt to external pressures. Learning to make decisions and accept responsibility for them helps the individual develop responsible independence and individuality. The individual's career hypothesis is reformed to make adjustments for changing interests, abilities, values, and increased knowledge of life-roles.

*After Ginzberg (1951), Havighurst (1964), Super (1969), and Tennyson (1970).

CAREER DEVELOPMENT TASKS*
FOR
REALISTIC SELF CONCEPT FORMULATION, C.D.C.C. ELEMENT III

K-3

Children become aware of themselves and their environment and differentiate between them. They are acquiring a sense of some control over their own course of events--a sense of agency. (The child must have successes to build self-confidence thus building tolerance for others). Children begin developing interpersonal skills that permit them to be socially acceptable to their peers. The child realizes that people are not objects and recognizes their humanness. (They need an atmosphere where mistakes are expected and each is respected as an individual.)

4-6

The individual is concerned about what he or she can do. The individual should be developing a positive self-concept. Each child develops his or her interest and ability to accomplish tasks. (Children need opportunities to work and reinforcement for it.) Individuals should be building social self confidence in themselves to relate successfully to others. (They need a continued atmosphere of mistakes being expected and tolerated and each is accepted and respected as an individual.)

7-9

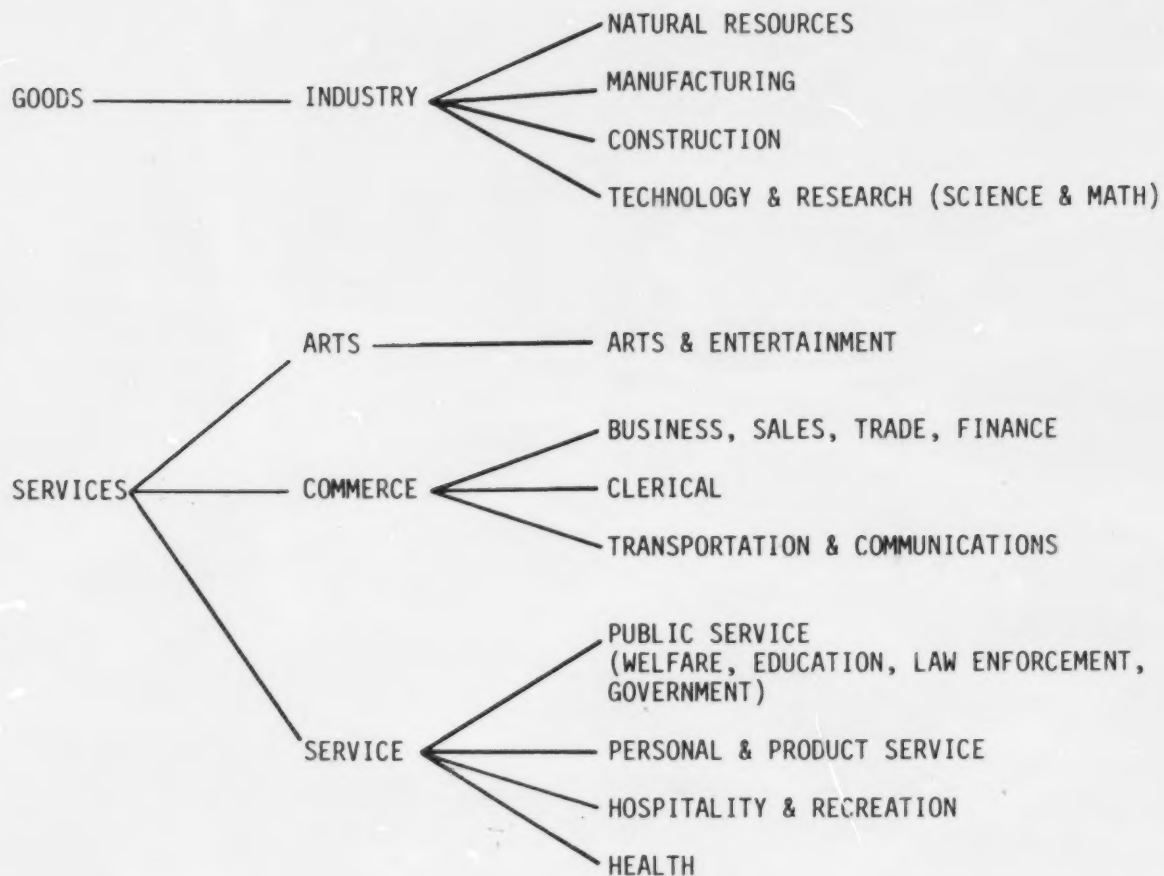
The individual undergoes great changes physically, intellectually and socially. Each explores his or her self attributes while clarifying the self-concept--each individual reinterprets the self-concept developed earlier in terms of the 'new self'. Each individual must come to accept himself or herself as an entirely different person outwardly, and to some extent inwardly. The single most important task for the individual during this state is to achieve a sense of personal identity.

10-12

The individual is engaged in reality testing of the self-concept--each is checking his or her perceptions of abilities, aptitude and other personal resources against external reality. The individual is becoming aware of a preferred life style as related to self-concept.

*After Ginzberg (1951), Havighurst (1964), Super (1969), and Tennyson (1970).

C.D.C.C. OCCUPATIONAL CLUSTERING SYSTEM



USING THE UNIT

SECTION I

Identifies CDCC Elements, Themes, Unit Goals and Performance Objectives to be affected by teaching the unit to a group of learners; includes evaluation design and/or test items for determining impact on learners.

SECTION II

Describes teaching strategies by unit subtopics (capsules) and includes suggested resources for teaching each capsule.

SECTION III

Contains reference information for teachers from which a background can be built to effectively conduct the learning activities.

SECTION IV

Contains activity sheets for student's use.

"Baking Industry"
2nd Grade

Unit Rationale

This unit provides experiences to help the students become familiar with workers whose jobs contribute to the baking industry.

Bread is the oldest of all foods manufactured by man. It also ranks as the most widely eaten and is often called the "staff of life."

The major topics developed in this unit are interdisciplinary. They include language arts, science, math, reading, and social studies.

Teacher Information

This unit may be taught in a period of two to three (2-3) weeks. The unit will take approximately fifteen to twenty (15-20) instructional hours.

Teacher Preparation

1. Find background information concerning this unit by referring to the following sources:

Reference Sheet #1

World Book Encyclopedia (or any encyclopedia) with subjects like "Bakery", "Bread", "Flour", "Grain", "Mill", and "Wheat."

Dictionary of Occupational Titles, Volume 1, U.S. Department of Labor.

Occupational Outlook Handbook, U.S. Department of Labor, Bureau of Labor Statistics.

2. Make copies of the necessary evaluation and activity sheets.
3. Refer to the reference sheets and capsules for additional information.
4. Check the Resources and Materials' columns in the capsules to determine what materials are needed.

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"Baking Industry"
2nd Grade

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ELEMENTS, THEMES, GOALS, AND PERFORMANCE OBJECTIVES
"Baking Industry"
2nd Grade

Element #I - Life Role Understanding (occupational, avocational, family, civic)

Theme 1.3 - The student will understand the relationship of education to life roles.

Unit Goal - The student will understand the relationship between education and work related to the baking industry.

Unit P.O. #1 - Given eight (8) statements concerning skills used by baking industry workers, the student will indicate with at least 80% accuracy whether each statement is true or false.
(Evaluation Sheet #1, Section A)

Theme 1.5 - The student will understand the characteristics of life roles and their functions.

Unit Goal - The students will become aware of the workers within the baking industry and aware of those whose jobs contribute indirectly to the baking industry.

Unit P.O. #2 - Given the names of ten (10) workers, the student will be able to identify with at least 80% accuracy those workers who work in the baking industry or those whose work contributes directly to the baking industry.
(Evaluation Sheet #1, Section B)

Unit Goal - The student will increase his/her awareness of cooking tools and how they are used in the baking industry.

Unit P.O. #3 - Given ten (10) different situations involving baking and ten (10) different tools, the student will identify with at least 80% accuracy the tool that would be the most appropriate for each situation.
(Evaluation Sheet #2)

Unit Goal - The student will become aware of the baking industry's processes from the grain to the consumer.

Unit P.O. #4 - Given five (5) pictures depicting the processes from the grain to the consumer in the baking industry, the student will arrange them in the correct sequential order.
(Evaluation Sheet #3)

Evaluation Procedure
"Baking Industry"
2nd Grade

Pre-assessment

1. Review the elements, themes, goals, and performance objectives before you begin.
2. Make copies of the evaluation sheets for the students.
3. Give the students Evaluation Sheet #1. Have them put their names and the date on their papers. Ask them to fold their papers on the dotted line so that Section A is facing them.
 - A. Read each of the following statements, and have the students circle "YES" if the statement is true or "NO" if the statement is false.
 - 1) Some workers in the baking industry must be able to count change.
 - 2) Some workers in the baking industry must be able to saw boards.
 - 3) Some workers in the baking industry must be able to read street numbers.
 - 4) Some workers in the baking industry must be able to read temperatures.
 - 5) Some workers in the baking industry must be able to use a map.
 - 6) Some workers in the baking industry must be able to forecast the weather.
 - 7) Some workers in the baking industry must be able to tell time.
 - 8) Some workers in the baking industry must be able to use measuring tools correctly.
 - B. Note that all of the answers are correct except 2 and 6. (Accept any answers the students can justify.)
 - C. Record on Evaluation Tabulation Form B, column P.O. #1 - pre, the students' raw scores.
 - 1) Total the number of students who had at least six (6) correct answers.
 - 2) Transfer this total to Evaluation Tabulation Form A, column P.O. #1 - pre.

Evaluation Procedure
(Continued)
"Baking Industry"
2nd Grade

4. Have the students turn their papers to Section B of Evaluation Sheet #1.
 - A. Read the names of the following workers, and have the students circle only those workers who work within a bakery or whose work contributes indirectly to the baking industry.

1) Baker	6) Farmer
2) Delivery Truck Driver	7) Health Inspector
3) School Teacher	8) Custodian
4) Nurse	9) Beautician
5) Cashier	10) Miller
 - B. Note that all of the answers should be circled except 3, 4, and 9. (Accept any answers the students can justify.)
 - C. Record on Evaluation Tabulation Form B, column P.O. #2 - pre, the students' raw scores.
 - 1) Total the number of students who had at least eight (8) correct answers.
 - 2) Transfer this total to Evaluation Tabulation Form A, column P.O. #2 - pre.
5. Give the students Evaluation Sheet #2.
 - A. Read these ten (10) statements, and have the students place a number on each tool to correspond with the correct situation.
 - 1) The baker pours dough into this tool to bake bread.
 - 2) The baker scrapes the sides of a bowl with this tool.
 - 3) A baker uses this tool to make flour light and fluffy and to take out any lumps that might be found in the dry flour.
 - 4) Bakers may wear this on their heads to keep their hair from falling into the dough.
 - 5) A baker uses these tools to measure very small amounts of liquid or dry ingredients.
 - 6) A baker uses this to mix a large amount of dough.
 - 7) A baker uses this to measure larger amounts of ingredients such as flour or milk.

Evaluation Procedure
(Continued)
"Baking Industry"
2nd Grade

- 8) A baker uses this tool to roll dough out flat.
- 9) This tool is used to keep a baker's clothes from getting dirty.
- 10) The baker uses this tool to decide what ingredients are needed to make bread.

B. Note that the correct answers are:

- | | |
|---------------------|-------------------|
| 1) bread pan | 6) mixing machine |
| 2) rubber scraper | 7) measuring cup |
| 3) flour sifter | 8) rolling pin |
| 4) baker's hat | 9) baker's apron |
| 5) measuring spoons | 10) recipe |

C. Record on Evaluation Tabulation Form B, column P.O.#3 - pre, the students' raw scores.

- 1) Total the number of students who had at least eight (8) correct answers.
- 2) Transfer this total to Evaluation Tabulation Form A, column P.O. #3 - pre.

6. Give the students Evaluation Sheet #3.

A. Explain to them that the pictures show different things that happen to wheat as it is grown, made into bread or other baked goods, and sold to the customers.

B. Read the captions under each picture.

C. Ask the students to label the pictures 1-5 to show the correct order in which each activity occurs.

D. Note that the correct answers are:

- 1) Wheat is harvested.
- 2) Flour is put into bags.
- 3) Dough is rolled.
- 4) Bread is baked.
- 5) Goods are sold.

Evaluation Procedure
(Continued)
"Baking Industry"
2nd Grade

- E. Record on Evaluation Tabulation Form B, column P.O. #4 - pre, the students' raw scores.
- 1) Total the number of students who had all five (5) answers correct.
 - 2) Transfer this total to Evaluation Tabulation Form A, column P.O. #4 - pre.
7. Follow the post-assessment procedures at the conclusion of this unit.

Post-assessment

1. Follow the same instructions as listed for the pre-assessment instructions #1-6 above, but record the totals in the post-test sections.
2. File the completed Evaluation Tabulation Forms A and B in the building office.

Unit Name "Baking Industry"

Teacher _____

Building _____

Grade 2nd

Performance Objective	* Evaluation Sheet #	Test Items	Accepted Level of Performance	# of Students Taking Test	# of Students Reaching Accepted Level	OPTIONAL % of Students Reaching Accepted Level
Pre - P.O. #1 Identify skills used by workers in the baking industry.	1 - Section A	8	6			
Post - P.O. #1 Identify skills used by workers in the baking industry.	1 - Section A	8	6			
Pre - P.O. #2 Identify workers in the baking industry.	1 - Section B	10	8			
Post - P.O. #2 Identify workers in the baking industry.	1 - Section B	10	8			
Pre - P.O. #3 Identify tools of workers in the baking industry.	2	10	8			
Post - P.O. #3 Identify tools of workers in the baking industry.	2	10	8			
Pre - P.O. #4 Identify baking process.	3	5	5			
Post - P.O. #4 Identify baking process.	3	5	5			

Date Returned to Principal _____

EVALUATION SHEET #1

NAME _____

DATE _____

SECTION A

P.O. #1

- | | | |
|----|-----|----|
| 1. | YES | NO |
| 2. | YES | NO |
| 3. | YES | NO |
| 4. | YES | NO |
| 5. | YES | NO |
| 6. | YES | NO |
| 7. | YES | NO |
| 8. | YES | NO |

SECTION B

P.O. #2

- | | |
|-----|-----------------------|
| 1. | BAKER |
| 2. | DELIVERY TRUCK DRIVER |
| 3. | SCHOOL TEACHER |
| 4. | NURSE |
| 5. | CASHIER |
| 6. | FARMER |
| 7. | HEALTH INSPECTOR |
| 8. | CUSTODIAN |
| 9. | BEAUTICIAN |
| 10. | MILLER |

EVALUATION SHEET #2

NAME _____

DATE _____



BAKER'S HAT



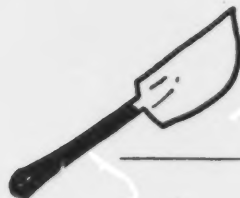
MEASURING
CUP



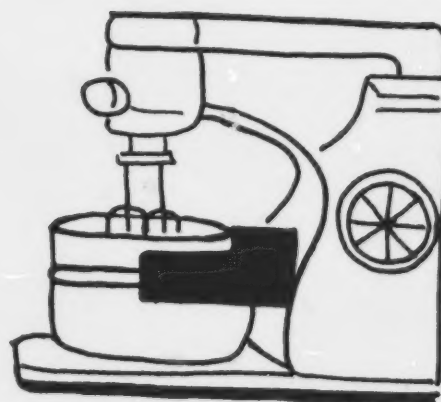
ROLLING PIN



BREAD PAN



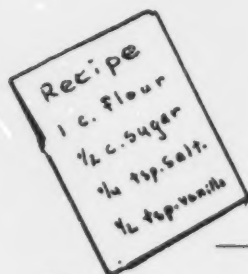
RUBBER SCRAPER



MIXING MACHINE



MEASURING SPOONS



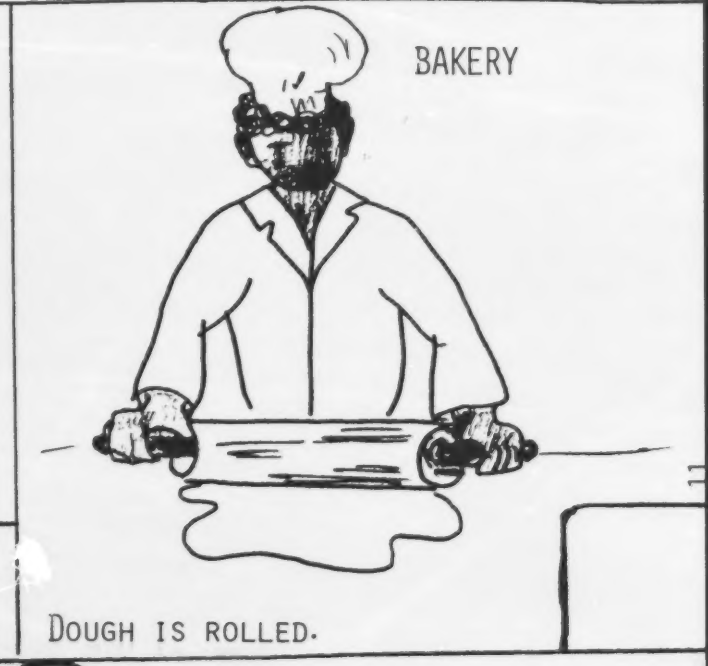
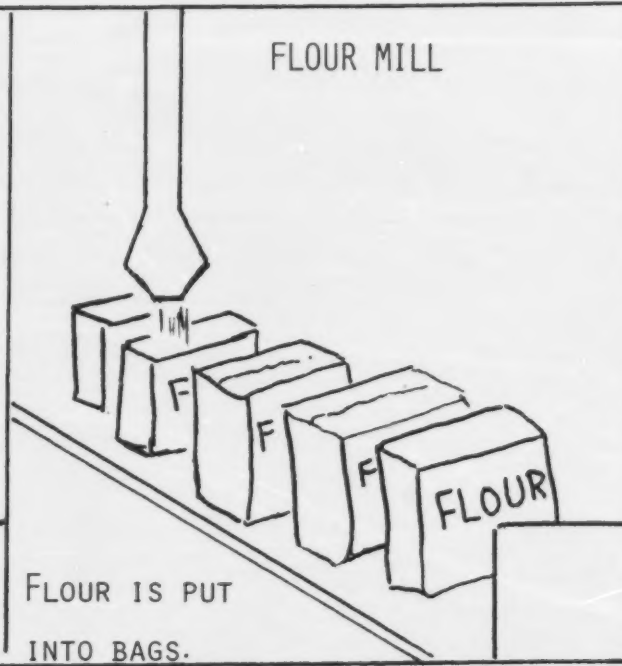
RECIPE



BAKER'S APRON



FLOUR SIFTER



Capsule #1
Introduction

- I. Display different types of baked goods; i.e., windmill cookies, a roll, a slice of bread, etc.
 - A. Discuss the following questions:
 1. Ask how these products are alike.
 2. Ask from where they came.
 3. Ask what went into them. (Bring out the word "ingredient," and write it on the board.)
 4. Ask from where these ingredients came.
 5. Ask what workers were needed to make these products. (See Reference Sheet #1)
 - B. Provide each student with a treat from one of the products. Let the children eat their items, and ask them for descriptive words; i.e., crunchy, flaky, sweet, etc. Have them categorize these words into different groups and discuss the characteristics of each.

II. Choose from these optional related activities.

- A. Read the fairy tale or show the filmstrip, The Little Red Hen.
 1. Ask what various jobs the hen performed.
 2. Ask how many different jobs she did.
 3. Ask how many workers would there have been if a different worker had performed each job. (Discuss these roles, and let the children discover that it takes many people to make just one loaf of bread.)
- B. Ask if it is easier to share work or to do everything alone.
- C. Give the students practice in sequencing, and help them become aware of different work stages.
 1. Give the students Activity Sheets #1, 2, and 3.
 - a. Let the students color these sheets, cut them out, put them in order, and make them into booklets.

Resources and Materials

Notes

I. Baked goods

A.

5. Reference Sheet #1

II.

A. Story or filmstrip of Little Red Hen
Suggested book: How God Gives Us Bread

C.

1. Activity Sheets #1, 2, and
3
 - a. Crayons, pencils, and
scissors

Capsule #1
(Continued)

- b. Let the group compose a short sentence about each task and copy it from the blackboard onto the correct sheet; i.e., the hen is planting the wheat, the hen is cutting the wheat, the hen is threshing the wheat, the hen is taking the wheat to be made into flour, the hen is baking bread, the hen is eating the bread.
- 2. Prepare a bulletin board to show the different processes from grain to bread. (See Reference Sheet #2)
- 3. Stress the fact that bakeries make many products; i.e., bread, rolls, cookies, etc.
- D. Let the students make a folder to store the activity sheets they have completed. Let them make booklets from these activity sheets after they complete the unit.
- E. Let the students make covers for their booklets.
 - 1. Have them make the booklets into the shape of a baked item; i.e., bread, a cake, a cookie, etc.
 - 2. Let them cut out pictures of baked items to glue on their covers.

Resources and Materials

Notes

2. Reference Sheet #2

E. Construction paper, scissors,
paste, and/or glue

Capsule #2
Workers Who Contribute To the Baking Industry

- I. Review the various stages from the farm to the consumer; i.e., products are grown, grain is delivered to the mill, grain is ground into flour, flour is delivered to the bakery, products are baked, products are sold at the bakery and/or delivered to the store or home, and products are sold in the store to the customer.
- II. Remind the students that many people are directly involved in the actual baking of a product, but explain that the work performed by other people outside of the baking industry contributes to that industry.
 - A. Ask how the farmer helps. (Raises wheat, raises chickens for the eggs, raises cows for the milk, etc.)
 - B. Ask who grinds the grain into flour. (the miller)
 - C. Ask who delivers the products to the mill and the bakery. (Truck drivers, - stress that the products may also be delivered by boats, trains, or planes.)
 - D. Ask if all baked goods are sold at bakeries. (No, they are also sold in other types of stores.)
- III. Help the students understand the relationship of what is studied in school to life roles by letting them do the following activities:
 - A. Introduce the farmer. (Stress the importance of science skills.)
 1. Let the students plant grains of wheat (or other grains) and observe the growth and needs of the plants. (Have them measure the plant growth.)
 2. Prepare the following experiment:
 - a. Place one plant in the sun and one plant in a closet. (Show the need for sunlight.)
 - b. Place one plant in soil with the proper amount of water and one plant in soil with no water. (Demonstrate the need for water.)
 - c. Place one plant tightly sealed in a plastic bag. (Show how it breathes. Note that moisture collects on the bag, etc.)
 - B. Introduce the miller. (Stress social studies and math skills.)
 1. Let the students grind grain (wheat, oats, corn, etc.) by using different methods; i.e., pan and a stone, mortar and pestle, food grinder or blender, etc. Compare these methods.

Resources and Materials

Notes

III.

A.

1. Grain and small containers
of soil

2.

c. Plastic bag

B.

1. Grain (wheat, corn, oats,
etc. may be purchased at
a food store)
Something with which to
grind grain; i.e., rock
and pan, mortar and
pestle, food grinder, etc.

17

Capsule #2
(Continued)

2. Have the students measure the grain; i.e., how many cups in a five pound bag, etc.
 3. Let the students weigh different size bags of flour or sand.
 4. Have them bring in many different types of grain and/or flour to observe the textures and the colors. (Display different types of grain and/or flour in plastic bags on a bulletin board.)
- C. Introduce the delivery person. (Stress map skills, reading skills, and coordination skills.)
1. Stress that a driver must be able to read maps. Let the students do Activity Sheet #4.
 2. Stress that the driver must be able to read and follow directions carefully. Let the students do Activity Sheet #5.

IV. Choose from these optional related activities.

- A. Help the students increase their awareness of how modern improvements have made life easier for people. Give each student a stalk with a grain head on the top.
1. Ask the students to thresh the grain by breaking it with their ruler or a stick. Place all the grain into a pan, take the students outside, and have them toss the grain carefully into the air. Let them catch the grain but allow the wind to blow away the light straw and bits of chaff.
 2. Explain to the students that this process, winnowing, is still going on today in some remote areas but that most harvesting and threshing of wheat is done by a large machine called a combine.
- B. Let those students who need practice with eye/hand coordination do Activity Sheet #6.

Resources and Materials

Notes

2. Measuring cups, bags, and a scale

C.

1. Activity Sheet #4
2. Activity Sheet #5

IV.

- A. Stalks of wheat with the grain head

- B. Activity Sheet #6

Capsule #3
Workers In a Bakery

- I. Show a film or filmstrip, display pictures, or read a story about a bakery.
 - A. Ask how people that work in a bakery depend on each other.
 - B. Ask what might happen if a bakery worker did not show up for work.
 - C. Ask what would happen if a mixer or an oven broke down. Discuss who would fix it.
 - D. Ask whether it would be easier for one person to do all the work (including fixing the broken equipment) or for many people to work together on the job. Why?
 - E. Ask what would happen if no one kept the bakery clean.
- II. Invite a baker to the classroom (see Reference Sheet #3), or let the students visit a bakery to learn about the duties and tools bakery workers use. (See Reference Sheet #4) Let the students decide what questions they would like to ask.
 - A. Ask what preparations are necessary to bake something.
 - B. Ask how each tool helps the worker.
 - C. Ask what are the workers' feelings and attitudes toward their work. Ask what they like and don't like.
- III. Stress the skills used by workers in the baking industry.
 - A. Give practice in reading thermometers.
 1. Let the students practice reading thermometers for ovens, for making candies, for roasting meats, etc.
 2. Have the students do Activity Sheet #7.
 3. Place the thermometers in varying degrees of water, and have the students practice reading the temperatures.
 - B. Give practice in measuring.
 1. Let the students measure sand and sawdust for dry measure and water for liquid measure. (Have the students use measuring cups and spoons, quart and pint jars, etc.)

Resources and Materials

Notes

- I. Story: Baker Bill by Jean Barr,
Albert Whitman & Co., Chicago,
IL., 1958.

Filmstrip: Your Daily Bread,
American Bakers Assoc.

- II. Reference Sheet #3
Reference Sheet #4

III.

A. Thermometers

2. Activity Sheet #7

B.

1. Sand, sawdust, measuring
cups and spoons, quart
and pint jars

Capsule #3
(Continued)

2. Let them do Activity Sheet #8.
 3. Have the students measure the ingredients for a recipe and use the proper measures.
- C. Give practice in reading skills.
1. Let the students do the rhyming words on Activity Sheet #9.
 2. Let them do the crossword puzzle on Activity Sheet #10.
- IV. Use Activity Sheets #11 and #12 to help the students become familiar with the bakers, their tools, and their ingredients.

Resources and Materials

Notes

2. Activity Sheet #8

C.

1. Activity Sheet #9

2. Activity Sheet #10

IV. Activity Sheets #11 and #12

Capsule #4
Setting Up a Bakery

- I. Set up a bakery in the classroom. Make the following preparations:
 - A. Make any necessary arrangements with the principal and/or the school cook prior to setting up the bakery.
 - B. Choose a product or products that can best be made in a school situation. (See Reference Sheets #5 and #6 for suggestions.)
 - C. Allow the students to name their bakery.
 - D. Decide what equipment and ingredients will be needed, and write the recipe chosen on the blackboard.
 1. Have the students help to determine how much more ingredients will be needed if they double or triple their recipe.
 2. Read the recipe to the students, and discuss the different steps involved. Ask them to decide what tools will be needed for each step. (See Reference Sheet #7)
 3. Make two final lists, one of the necessary tools and the other of the ingredients needed. Record these on a large chart for future reference.
 - E. Decide how to obtain the items needed. Note the following possibilities:
 1. Ask the parents to supply the ingredients and the equipment.
 2. Purchase the ingredients, and let the students share the cost.
 3. Have the students sell the product to pay for the ingredients.
 4. Ask the school to bear the cost.
 5. Ask the school kitchens to supply the equipment.
 - F. Contact the mothers to help with the project.
 - G. Decide how to distribute the baked goods that will be produced. Note the possibilities for the distribution of baked goods.
 1. Deliver and sell the cookies from room to room.
 2. Let the other students come to the classroom bakery to purchase cookies.
 3. Deliver the cookies as gifts to selected people; i.e., the principal, the secretary, the custodian, etc.

Resources and Materials

Notes

I.

B. Reference Sheets #5 and #6

D.

2. Reference Sheet #7

3. Chart, magic markers

Capsule #4
(Continued)

- II. Stress the list of jobs, and discuss with the students the skills needed and the duties of each worker. Assign this list of suggested jobs to the students:
- A. Choose a manager to check the two lists and to see if all the necessary ingredients and equipment are in order.
 - B. Pick a health inspector to inspect the workers and the equipment for cleanliness.
 - C. Appoint measurers to measure ingredients.
 - D. Select mixers to mix ingredients.
 - E. Choose dividers to roll out dough.
 - F. Pick bench workers to shape or cut the dough.
 - G. Select oven workers to set the temperature of the oven and to carry the dough to the oven. (Be certain to make prior arrangements with the school cooks.)
 - H. Appoint other helpers to grease the pans, to remove the baked goods from the pans, and to wash the pans.
 - I. Select a custodian to keep the bakery clean.
 - J. Choose decorators to decorate or frost the product.
 - K. Pick packagers to place the product in sealed plastic bags.
 - L. Appoint labelers to staple or tape price stickers on the bags.
 - M. Select advertisers to make signs for the bakery, to make posters that advertise the coming bake sale, to go from room to room and announce the bake sale, and to make bake sale announcements over the P.A. system.
- III. Let the students make bakers' hats and aprons. (Let them wear their dad's old shirts backwards.) Review the job assignments with the students before beginning. Stress the importance of working together as a team.
- IV. Let the students make, package, and deliver their products.
- V. Choose from these optional related activities.

Resources and Materials

Notes

III. Scissors, paste or glue, construction paper, old shirts

IV. Ingredients, equipment, and plastic bags

Capsule #4
(Continued)

- A. Have the students decide what ingredients will be needed to make a batch of cookies. Let them do Activity Sheet #13.
- B. Let the students bring cookie recipes from home with one important ingredient (sugar, flour, etc.) missing. Have them read their recipes to the class and see if the class can guess what one important ingredient is missing.

Resources and Materials

Notes

A. Activity Sheet #13

B. Cookie recipes from home

Capsule #5
Culminating Activities

- I. Review the following ideas with the students:
 - A. Ask what skills they used in making and selling their product.
 - B. Ask why it was important to follow health rules.
 - C. Ask what could have happened if everyone had not completed or done their jobs carefully.
 - D. Ask what things they could have done to make the bakery more successful.
 - E. Ask what jobs they enjoyed.
 - F. Ask how the baking industry relates to what their parents do at home. (use the same skills, keep things clean, use similar tools, depend on other workers, etc.)
- II. Let the students choose what to do with their money after they have completed making and selling their product.
 - A. Let them buy something for the room or school.
 - B. Let them have a room party.
 - C. Let them donate a gift of money to a worthwhile charitable organization.
 - D. Let them bank the money.
- III. Have the students send thank-you letters to the parents or to anyone else who contributed time or money.
- IV. Choose from these optional related activities.
 - A. Review the different workers and stages associated with the baking industry. Let the students do Activity Sheets #14-18.
 - B. Have the students make recipe books to be given for Christmas or for Mother's Day gifts to all the mothers, to the principal, to the mothers who helped in the room, etc.
 1. Let the students bring in their favorite recipe.
 2. Let the students use handwriting skills to copy the recipes from a large chart.
 3. Let them use oil cloth or contact paper to make nice covers. (Use the money made from the bakery to purchase the covers.)

Resources and Materials

Notes

III. Thank-you letters

IV.

A. Activity Sheets #14-18

B. Paper, pencils or pens

3. Contact paper

31

Reference Sheet #1
Occupations In the Baking Industry
(From Occupational Outlook Handbook, 1972-73)

Nearly 60% of the industry's employees are production workers. They do the actual baking, handle the raw materials, maintain the equipment, wrap and pack the products, and keep the bakeries sanitary. Another 20% of the employees deliver the industry's products. Most of these employees work as driver-sales workers who sell to retail stores or directly to the customers in their homes. Other drivers with no sales duties deliver the bakery products to distribution centers, hotels, restaurants, and stores. The remaining 20% of the work force are employed in administrative, professional, technical, and clerical jobs.

PRODUCTION OCCUPATIONS

The principal baking processes consist of blending, sifting, mixing, proofing, baking, and wrapping or packing.

Mixers - weigh ingredients and combine them in blending machines

Dividers - operate machines which divide the dough according to the weight of the loaf to be produced

Dough molders or molding machine operators - operate machines which press all the air bubbles from the dough and form it into loaves or rolls

Bench hands - knead and form the dough when fancy shaped bread or rolls are made

Oven workers - adjust the temperature and the timing devices on the ovens

All-around bakers - assist with all the steps in small bakeries

Slicing and wrapping machine operators - feed the loaves of bread onto conveyors leading into the machines, watch the slicing and wrapping operations, adjust the machines, and keep them supplied with plastic bags, paper, and labels

Icing mixers - prepare the cake icings and fillings

Hand icers - are skilled crafts people who decorate special products such as wedding cakes

MAINTENANCE OCCUPATIONS

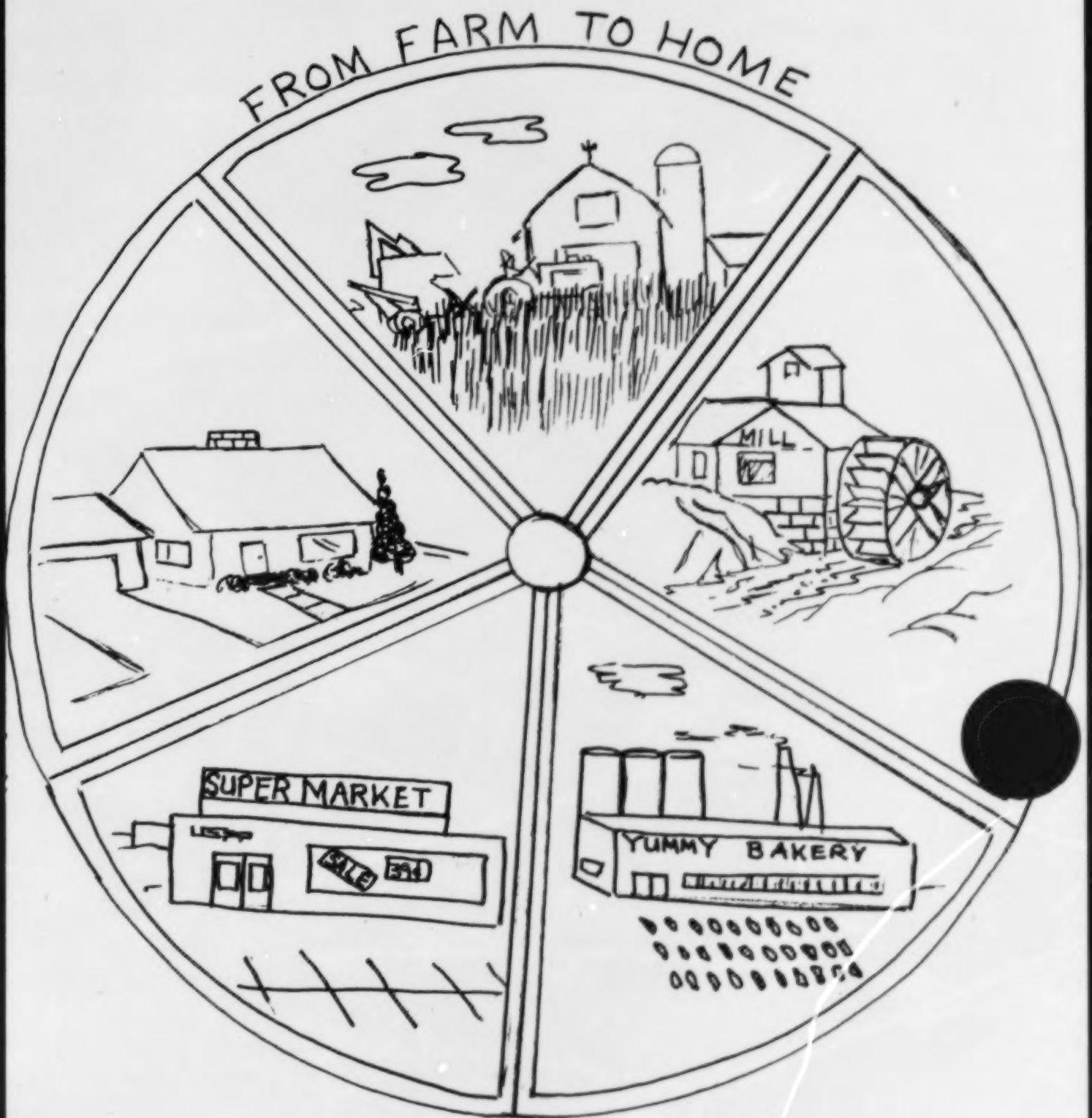
Maintenance occupations require skilled workers such as machinists, electricians, and stationary engineers who keep machinery in good working order.

SALES AND DRIVING OCCUPATIONS

Sales and driving occupations employ workers to sell and deliver products to grocers, restaurants, hotels, homes, and other customers.

ADMINISTRATIVE, CLERICAL, PROFESSIONAL, and TECHNICAL OCCUPATIONS

Administrative, clerical, professional, and technical occupations coordinate all baking activities from the purchase of raw materials to the production and delivery of baked goods.



Reference Sheet #3
Role-Model

Contact the role-models at least two weeks prior to their visit. Explain what the students expect of them, and give them an idea of what questions the students will be asking. (See below) Be sure to have them bring as many tools as possible and wear their uniforms, if they have any. Follow this contact up with a letter to confirm the date, time, etc. Have the role-models plan to talk about twenty to twenty-five (20-25) minutes and then answer the students' questions. Be certain to tell the role-models that the students want to handle the tools and to try on parts of their uniforms, if possible.

Suggest the following questions to the role-models:

1. Ask, "What is your job?"
2. Say, "Do you like your job?"
3. Ask, "How many hours do you work a day?"
4. Say, "What kind of training have you had?"
5. Ask, "Does anyone check on what you do?"
6. Ask, "What do you like most about your job?"
7. Ask, "What do you like least?"
8. Say, "What tools do you use?"
9. Suggest questions about the model's personal life.
(family, hobbies, etc.)
10. Ask, "What are desirable worker characteristics?"

Add more questions to this list for each occupation. Develop the questions with the class prior to the role-models' visit. Let the students write the questions down so that they have something to start with.

Tape-record the role-models' visit for playing at a later time. Take pictures to use when reviewing.

Follow-up their visit by a class discussion.

Send thank-you letters or have the students send them within a day or two after the role-models' visit.

Reference Sheet #4
Field Investigation

Call the place the class is planning to visit at least one month in advance. Follow-up this call with a letter confirming all the things discussed and planned.

Discuss with the individual the following things:

1. Tell what you wish to see.
2. Mention what general questions the students will be asking.
3. Say how long they will be there.
4. Tell how many students will come.
5. Ask to which workers the students may talk.
6. Ask what equipment or tools the students may use or see.
7. Find out what kind of "hands on" experiences the students may have.

Obtain the principal's approval before planning the field investigation. Make bus arrangements for the students at least two weeks in advance.

Have two or three parents accompany the students on their trip. Contact them at least two weeks in advance.

Send a letter home to the parents telling where the students are going, when they are going, and if they need anything extra in the way of food, clothing, or money.

Prepare the students before the trip with the questions to ask the workers they will be seeing. Note that each investigation will be different. Suggest to the students that they bring a camera along.

Be sure to remind the building principal on the day of the trip about where the students are going and when they will return. Do the following activities when the students return from their trip:

1. Review what the students observed.
2. Review the interviews with the workers.

Be sure to send a thank-you letter or to have the students write and send one.

Reference Sheet #5

Marshmallow Treats

(No-Bake for schools where no oven is available.)

- ½ cup regular margarine or butter
- 1 6-10 ounce package regular marshmallows
or 4 cups miniature marshmallows (about 40)
- 5 cups Rice Krispies

Melt margarine in 3 qt. saucepan. Add marshmallows and cook over low heat, stirring constantly, until marshmallows are melted and mixture is very syrupy. Remove from heat. Add Rice Krispies and stir until well coated. Press warm mixture into buttered shallow pan.

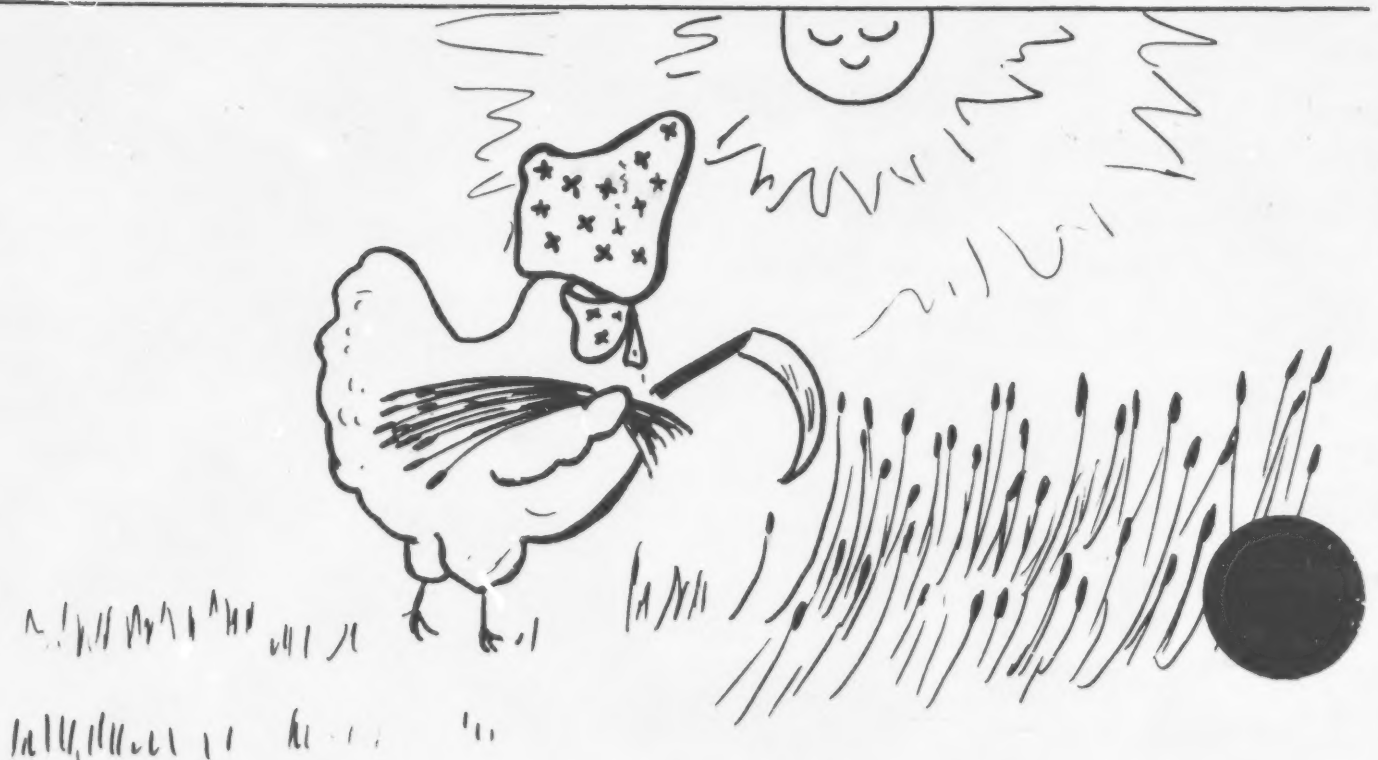
Easy Party Cookies

- 1 cup shortening
- 1 cup brown sugar, firmly packed
- ½ cup granulated sugar
- 2 eggs
- 2 tsp. vanilla
- 2½ cups sifted all-purpose flour
- 1 tsp. baking soda
- 1 tsp. salt
- 1½ cups M & M's Plain Chocolate Candies (3/4 pound pkg.)

Cream shortening, sugars, eggs, and vanilla thoroughly. Sift together flour, soda, and salt. Add dry ingredients gradually to the creamed mixture; mix well. Stir in ½ cup M & M's Plain Chocolate Candies; save remaining candies for decorating. Drop by teaspoon on ungreased baking sheet. Decorate tops of cookies with remaining M & M's. Bake at 375° for 10-12 minutes or until golden brown. Makes about 6 dozen 2½ inch cookies.

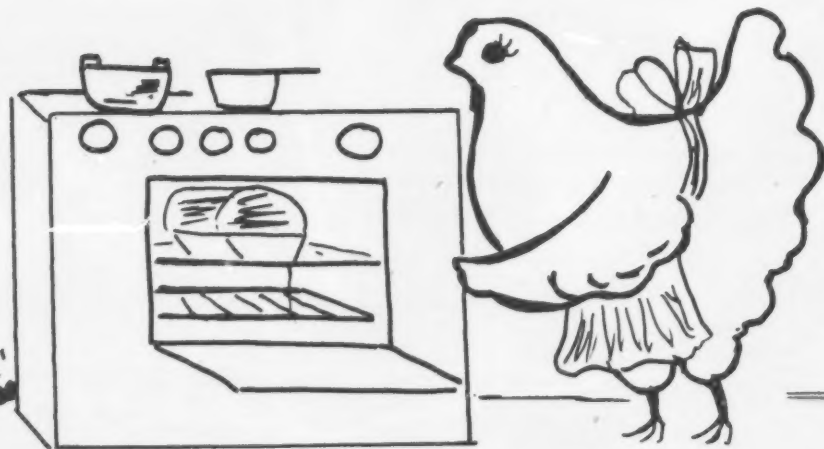
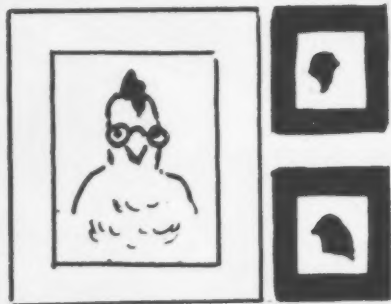


PLANTING THE SEEDS



39 ⁵⁵ HARVESTING THE GRAIN





BAKING



EATING -

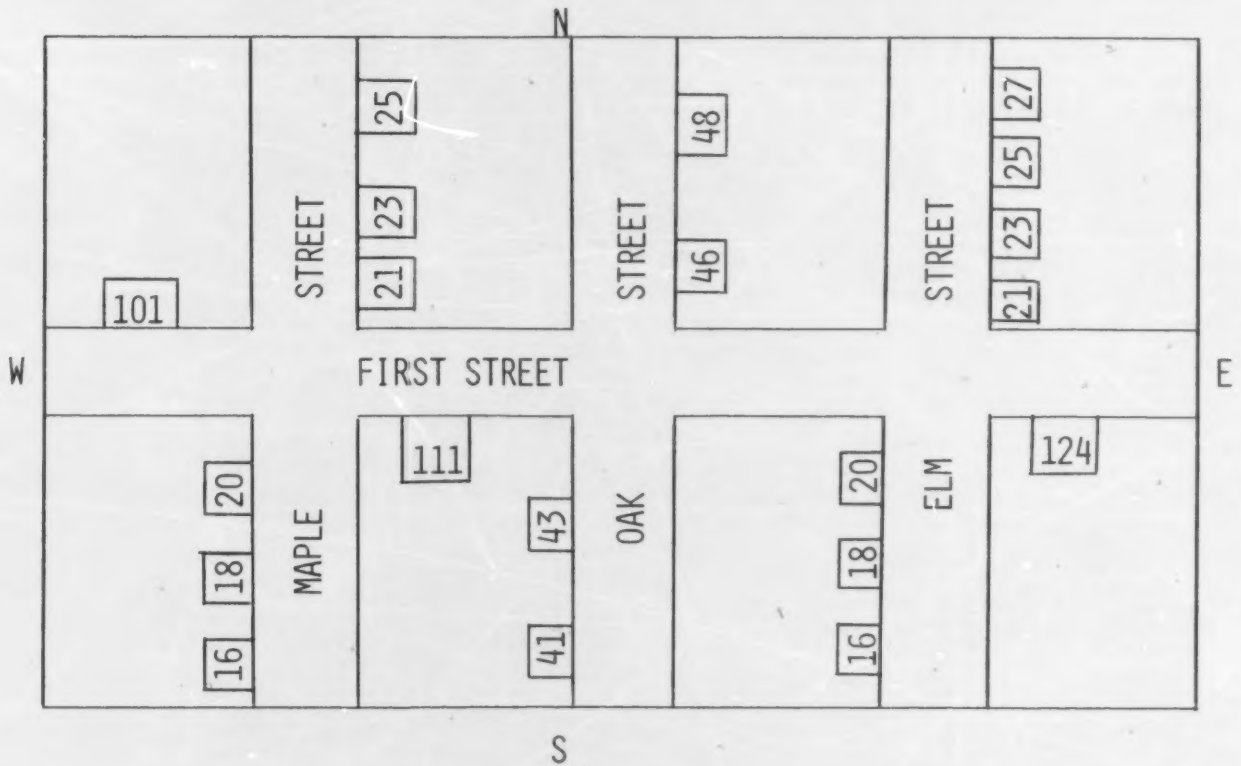
YUM! YUM!



ACTIVITY SHEET #4

NAME _____

DATE _____



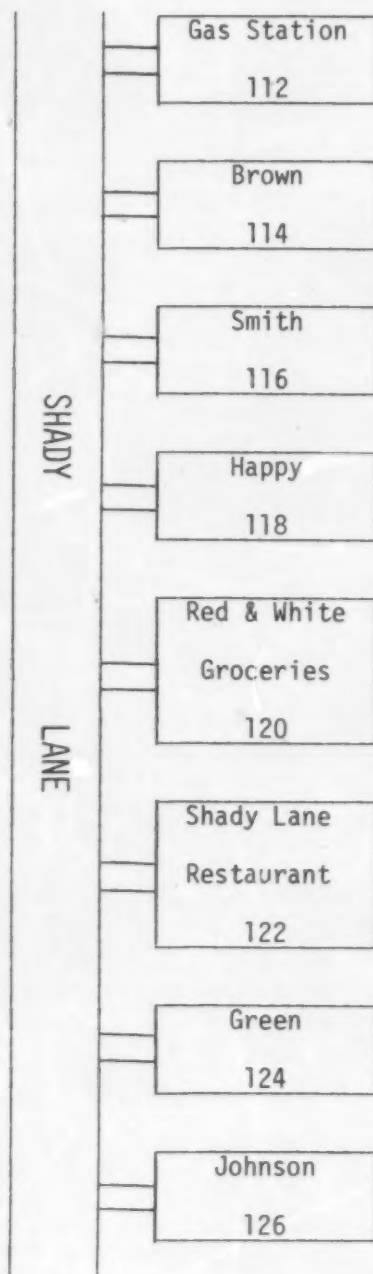
HELP THE DELIVERY MAN

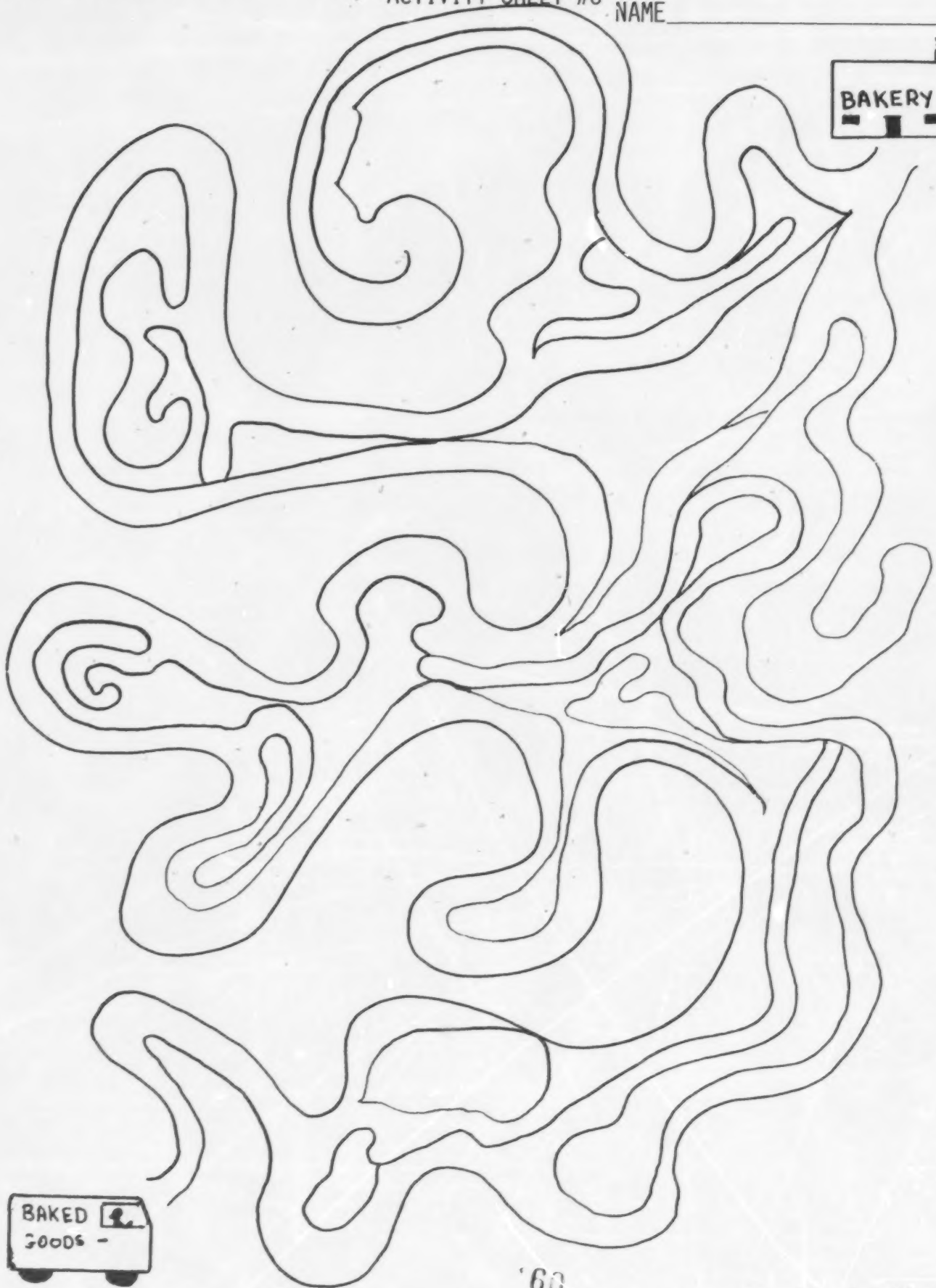
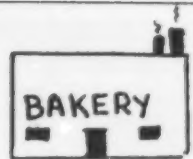
1. FIND HOUSE NUMBER - 16 MAPLE STREET.
PLACE A RED (X) ON THE HOUSE.
2. FIND HOUSE NUMBER - 23 ELM STREET.
PLACE A BLUE CIRCLE AROUND THE HOUSE.
3. FIND - 124 FIRST STREET.
DRAW A GREEN (X) ON THE HOUSE.
4. FIND HOUSE NUMBER 48 OAK STREET.
COLOR THE HOUSE YELLOW.

LISTEN AS YOUR TEACHER READS THE FOLLOWING DIRECTIONS:

HERE IS SHADY LANE. READ THE ORDERS LORI HAS RECEIVED
AND DRAW A LINE FROM EACH ORDER TO THE CORRECT PLACE.

1. 2 loaves of bread to Mrs. Brown's -
House number 114
2. 15 loaves of bread to the Red and
White grocery store - Building
number 120
3. 4 dozen rolls to the Shady Lane
Restaurant - Building number 122
4. 1 cake to the Browns' home -
House number 114
5. 2 pies to the Smiths' - House
number 116
6. 1 loaf of bread to the Johnson's
home - House number 126





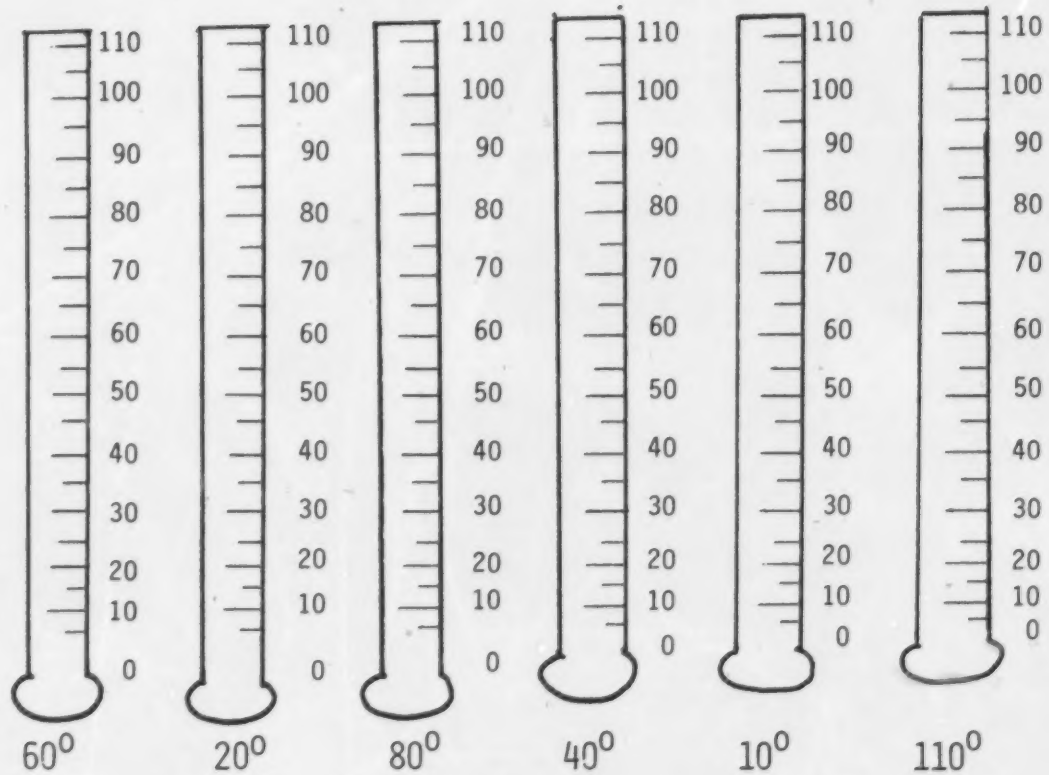
60
Can you get to the bakery?
44

ACTIVITY SHEET #7

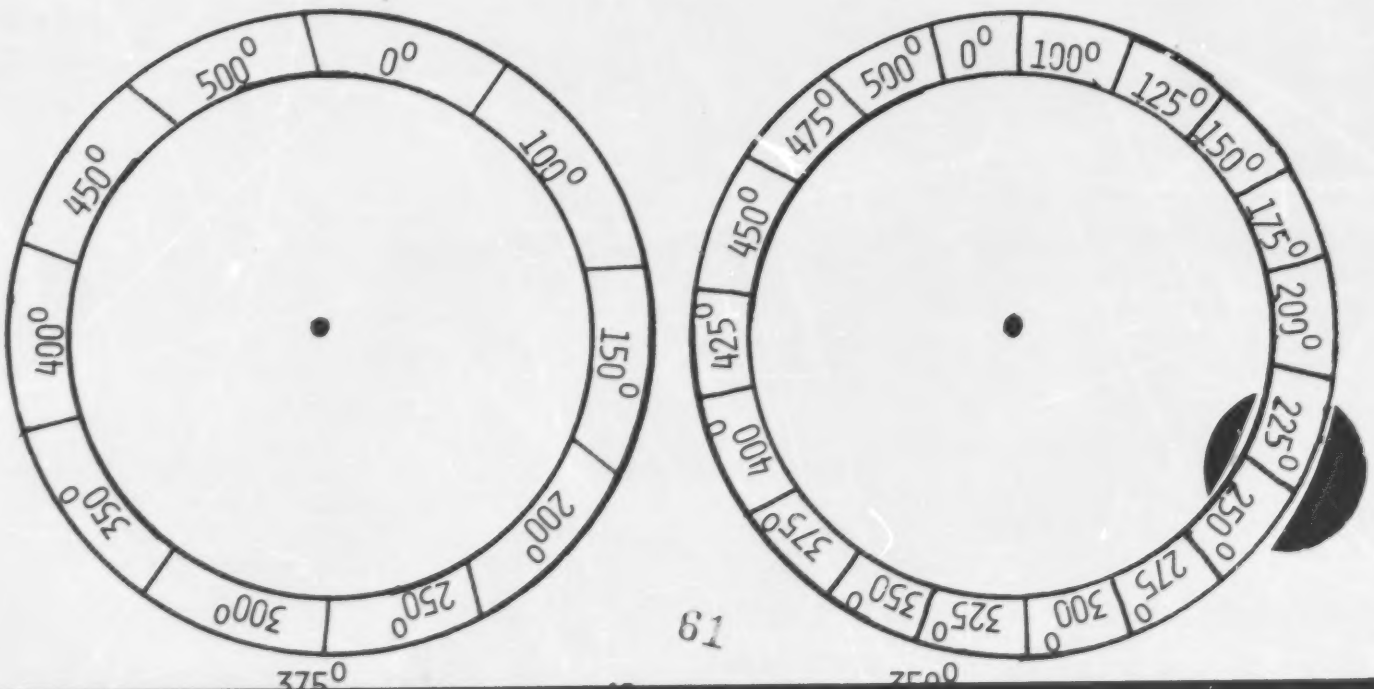
NAME _____

DATE _____

USE A RED CRAYON TO SHOW THE TEMPERATURE OF EACH OF THESE THERMOMETERS.



DRAW AN ARROW TO SHOW THE TEMPERATURES OF THESE TWO (2) THERMOMETERS.

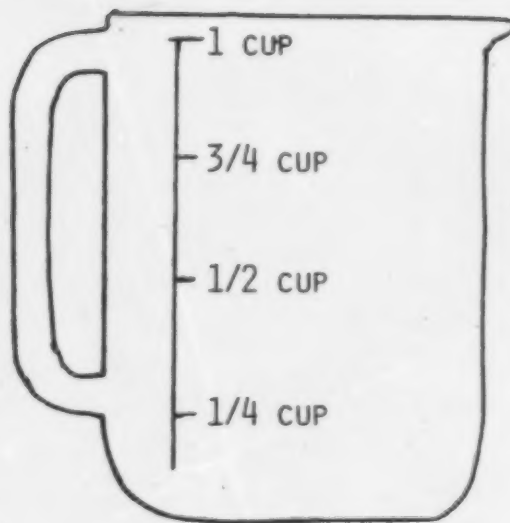


ACTIVITY SHEET #8

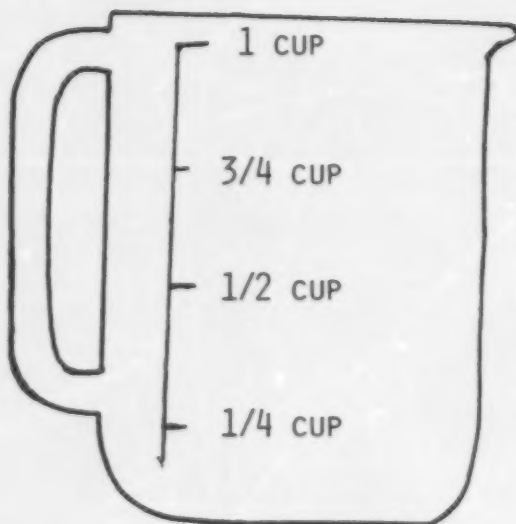
NAME _____

DATE _____

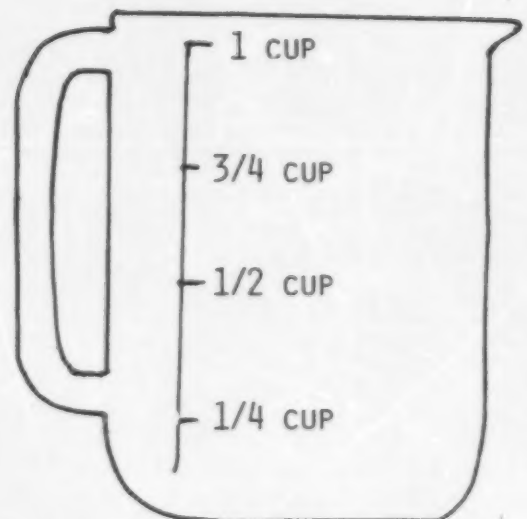
COLOR EACH CUP TO SHOW HOW FULL EACH ONE SHOULD BE.



1. $\frac{1}{2}$ CUP



2. 1 CUP



3. $\frac{1}{4}$ CUP

NAME _____

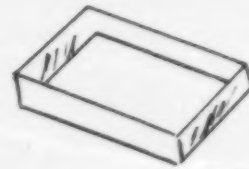
DATE _____

WHAT IS THIS?

IS THIS A SPOON OR A MOON?



IS THIS A PAN OR A CAN?



IS THIS A MAT OR A HAT?



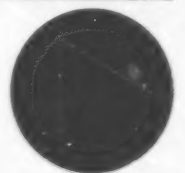
IS THIS A MEASURING CUP OR A PUP?

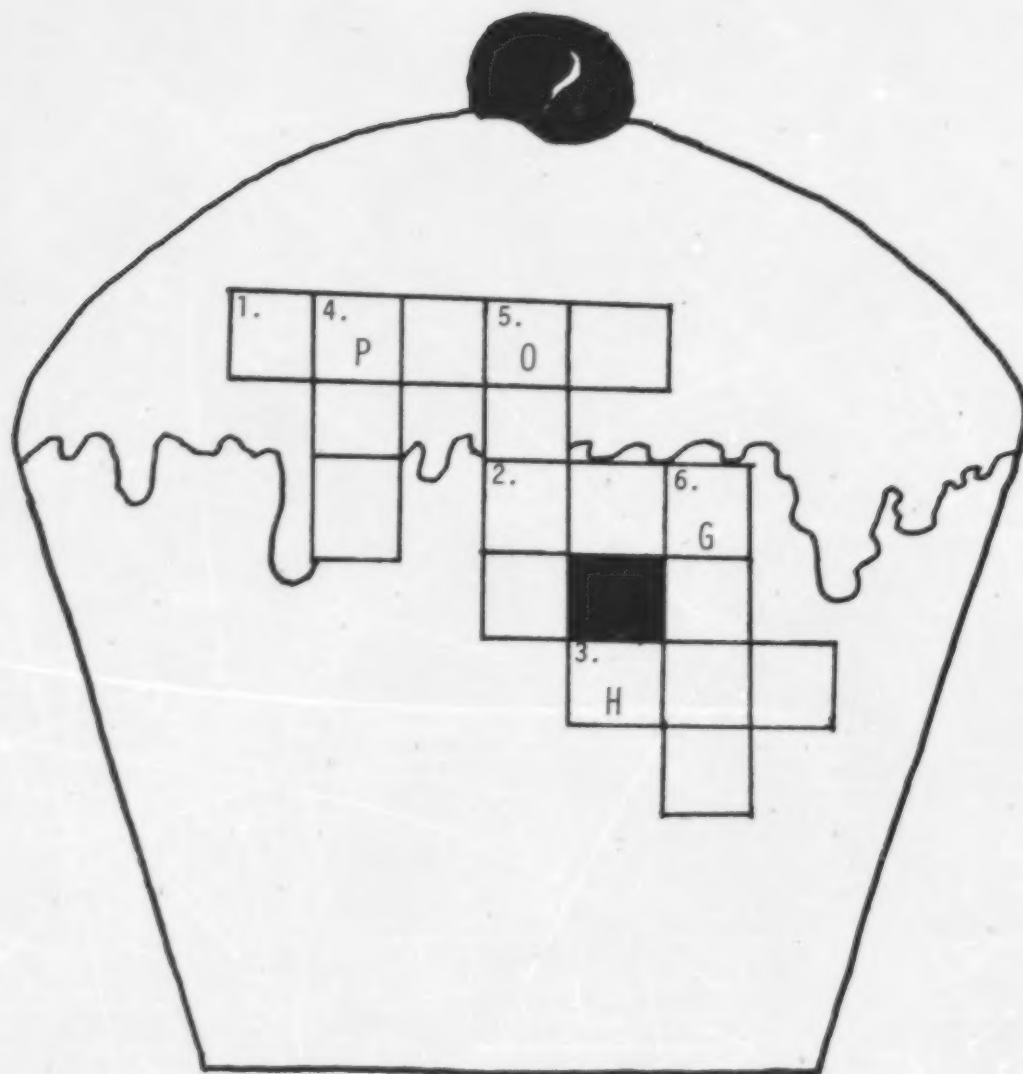


IS THIS A SCRAPER OR PAPER?



IS THIS A RAKE OR A CAKE?





ACROSS

1. WE EAT WITH A _____.
2. THE HEN LAID AN _____.
3. IT WILL BURN US IF IT IS _____.

DOWN

4. WE COOK IN A _____.
5. WE BAKE COOKIES IN AN _____.
6. WE LIKE FOOD THAT TASTES _____.

OVEN
GOOD

HOT
PAN

SPOON
EGG

ACTIVITY SHEET #11

NAME _____

DATE _____

CIRCLE THOSE TOOLS AND INGREDIENTS USED BY BAKERS WHEN THEY ARE WORKING.



1.



2.



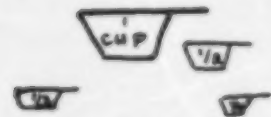
3.



4.



5.



6.



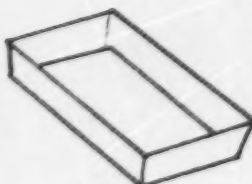
7.



8.



9.



10.



11.



12.

NAME _____

DATE _____

DRAW LINES TO MATCH EACH OF THE FOLLOWING ITEMS.



NAME _____

DATE _____

INGREDIENTS FOR SILLY COOKIES

1 CUP OF SUGAR

1 TEASPOON OF BAKING SODA

2 CUPS OF FLOUR

1/4 TEASPOON OF SALT

2 EGGS

1/2 CUP OF MILK

1/4 CUP OF BUTTER

SOME ITEMS YOU WILL NEED TO MAKE THIS RECIPE ARE:

1 _____ OF BAKING SODA

_____ CUPS OF FLOUR

_____ CUP OF BUTTER

1 _____ OF SUGAR

1/2 CUP OF _____

_____ EGGS

1/4 TEASPOON OF _____

WRITE DIRECTIONS FOR MIXING AND COOKING THESE
COOKIES. (WRITE ON THE BACK OF THE PAPER IF YOU DO
NOT HAVE ENOUGH ROOM.)



1. This is a loaf of bread. It is enriched. It is good and good for us.



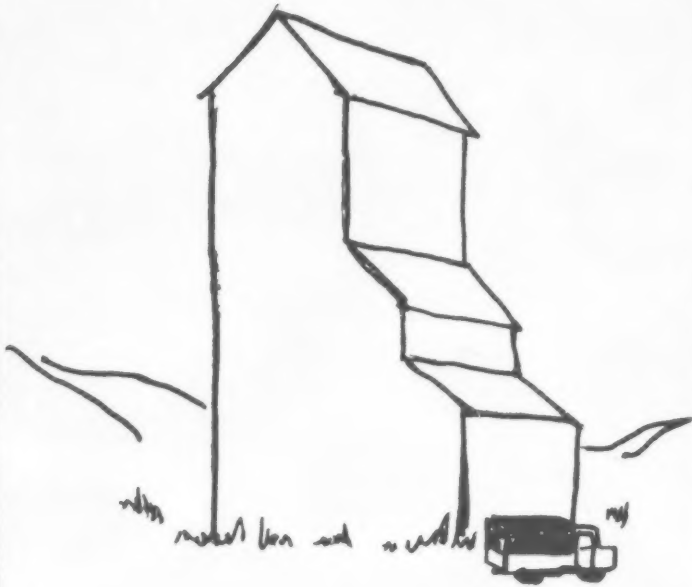
2. This is wheat. It is golden yellow. White bread is made from wheat. Other kinds of bread are made from other kinds of grain.



3. The farmer plants seeds and grows grain for our bread.



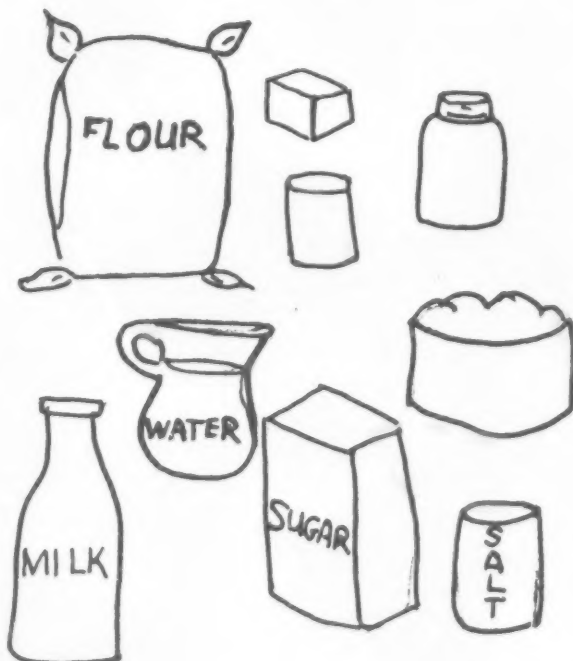
4. When the wheat is ripe a machine called a combine reaps and threshes it.



5. When the wheat is threshed it is taken to a grain elevator where it stays until it is ready for the mill.



6. The miller grinds the grain into flour for our bread.



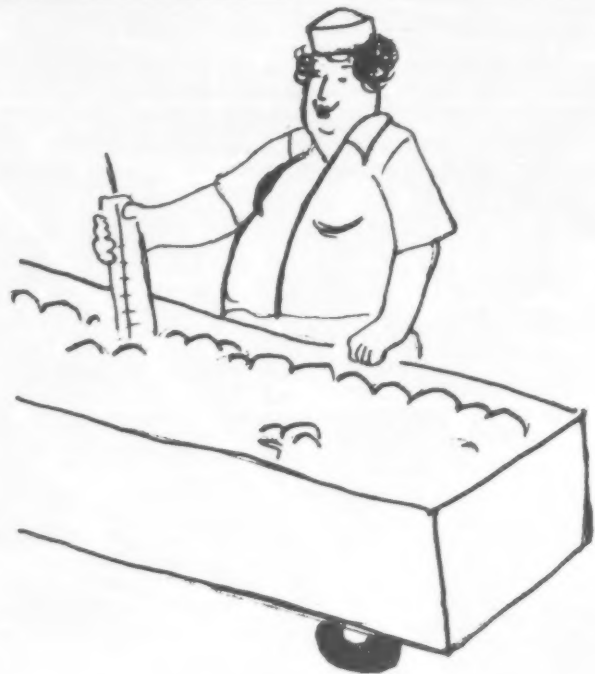
7. All these ingredients are needed to make our bread.



8. The baker takes these ingredients and bakes our bread.



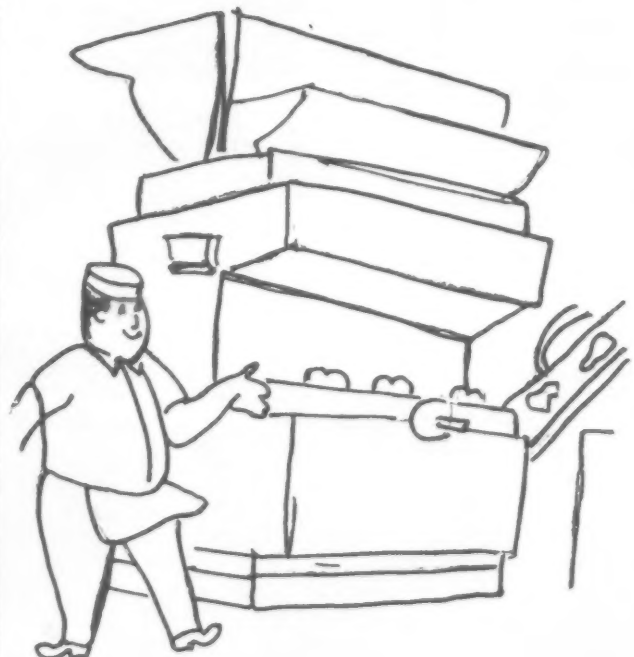
9. A machine mixes some of the ingredients into a spongy mixture. After it is mixed, it falls into a trough.



10. The spongy mixture is wheeled into a room. The room is warm and damp. The spongy mixture rises in the warm damp room.



11. The rest of the ingredients are then added to this mixture. Now it is called dough and it is left to rise for the second time.



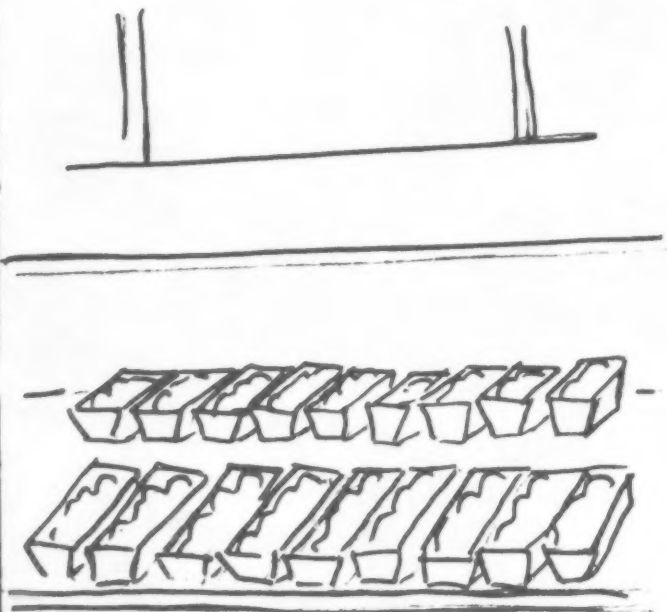
12. A machine called a divider cuts the dough into pieces. They are just the right size for a loaf of bread.



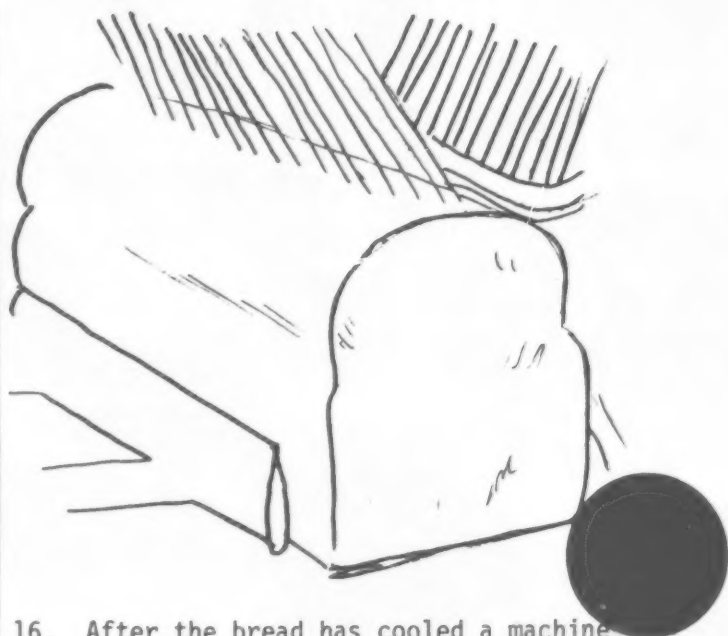
13. A machine called a rounder makes each piece of dough into a round shape. The pieces of dough rise again. This is the third time.



14. Then they are kneaded in a machine called a molder and dropped into pans. They are taken to another warm, damp room where they rise to the top of the pans. This is the fourth and last time the bread rises.



15. The pans of dough go into a long traveling oven. When they come out they are baked into delicious smelling bread.



16. After the bread has cooled a machine slices it. Sandwiches are easy to make with sliced bread.



17. A machine wraps the bread in waxed paper to keep the bread clean and fresh.



18. The grocer sells the fresh baked bread.



19. People buy bread at the grocery store.



20. Don't you just love fresh bread? Not only is it good but it helps to make us healthy and helps to build strong bodies.